DOCUMENT RESUME

ED 271 164 JC 860 375

AUTHOR	Grosz, Karen, Ed.
TITLE	A Bridge to Excellence: Faculty Handbook.
INSTITUTION	Santa Monica Coll., CA.
PUB DATE	[86]
NOTE	39p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Faculty College Relationship; Faculty Handbooks; *Self Evaluation (Individuals); *Teacher Effectiveness; *Teacher Orientation; *Teacher Responsibility; Teacher Role; Two Year Colleges

ABSTRACT

This handbook was designed to promote teaching excellence and faculty involvement at Santa Monica College (SMC). Introductory material offers messages to the faculty from college trustees and the president, presents SMC's mission statement, and contains policy statements on academic freedom and academic responsibility. The next section offers advice on teaching excellence from SMC instructors. This section contains: (1) suggestions and a form to assist in the preparation of course syllabi; (2) a list of the characteristics of an effective lecture and a checklist for evaluating one's lecturing style; (3) advice and information on meeting the educational needs of adults and a checklist on strategies for adult instruction; (4) advice on testing and grading; (5) an evaluation form designed to solicit feedback from students on instructor effectiveness; (6) thoughts on the objectives of teaching and the characteristics of effective teachers and a self-evaluation checklist focusing on teaching style; (7) information on professional development options offered at SMC and a form for indicating faculty development interests; and (8) information and suggestions regarding curriculum development. A summary of advice to teachers offered by participants at a Great Teacher's Seminar is followed by information on special faculty programs, SMC's Academic Senate, and the Faculty Association. Answers to commonly asked questions regarding SMC policies are followed by statements about the college's philosophy and history. (RO)

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A Bridge To Excellence

Santa Monica College

- Faculty Pride
- Faculty Concern
- Faculty Professionalism

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ED271164

Faculty Handbook

JC 860 375

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"Education isn't play — and it can't be made to look like play. It is hard, hard work. But it can be made interesting work."

— Thomas Edison

Board of Trustees

For half a century, our college has been a community-led and community-serving center for learning, dedicated to the open-door belief that a society gains when all its people have an opportunity to reach their own best potential. Together, it is for us to continue that dedication and keep that commitment.

James Bambrick, Chair

Education is the relevance of ideas, information, and acquired skills to real life applications. When successfully integrated, this process generates curiosity and challenge...elevating the human mind and spirit.

Carole L. Currey, Vice-Chair

Over the eleven years that I have served as trustee of Santa Monica College, I have attended many educational conferences. It did not take me very long to get the distinct impression that Santa Monica College is a great college.
The exchange of information, formal and informal, with other trustees, college presidents, administrators and faculty made me recognize in short order the high quality operation at this college, due to the dedicated, capable and caring people found at all levels.
We are proud of what we have accomplished. Let's rededicate ourselves to sustain a clear vision of our task in the future.

Fred L. Beteta, Trustee

Education is the key that unlocks doors of opportunity in this great land. The more educated its citizenry, the higher the participation in our American system. For both the individual and the larger society the return on an investment in higher education is unmatched by other enterprises.

Blyden Boyle, Trustee

The superior quality of the instructional programs and faculty of Santa Monica College is recognized state-wide. As a Santa Monica College Trustee, I thank each and everyone of you for that recognition.

Ilona Jo Katz, Trustee

I believe that today's greatest challenge to faculty is to give students a true higher education. Many students have no idea what it is to be an educated person who is capable of living an examined life. But if they are in the right place at the right time with the right faculty member, they just may learn how important the gift of education is and go on to pursue it.

Anne K. Peters, Trustee

Santa Monica College is an excellent community college because of its outstanding faculty and staff sets high expectations for student achievement. It provides educational programs and supporting services to assist each student in maximizing his/her potential.

Colin Petrie, Trustee

When the money doesn't seem enough, you stayed up all night grading papers and the students are driving you crazy, I think it's important to remember that there may be that individual for whom you educate, motivate, enlighten or inspire and change the course of their life. . .

Charissa Lee, Student Trustee

A View From The Top

Great teaching is what we at Santa Monica College are about. Students and faculty members entangled in ideas, sifting information and enjoying the process of learning all this is great teaching.

The privilege of teaching carries with it a responsibility to confront the student with both popular and unpopular ideas, to stretch the frame from which we see ourselves and to become vaguely comfortable with finding that at times we know less about a topic than when we first began (i.e., all the questions have changed). Learning, then, is that process which permits one to enjoy the chaos of the frontiers of knowledge. Teachers are our guides to the frontier.

Richard Moore
Superintendent and President

How fortunate we are to have found a place at Santa Monica College. Not only do we pursue our interests in learning and teaching and enjoy our contacts with students but what pride we can take in the quality of the institution. The reputation of our college as a place where faculty are accessible, enthusiastic, and involved has been a major factor in attracting students and maintaining enrollment in a period of general decline. I am proud to be a part of Santa Monica College, I hope every faculty member is too.

James B. Fugle, Jr.
Assistant Superintendent, Education

MISSION OF THE COMMUNITY COLLEGE

The 1960 Master Plan was in one sense a plan to provide access to public postsecondary education for the enrollments which were projected through 1975, in a way which would offer opportunity to all young people who were capable and interested, at a price which both they and the State could afford. The five major planks in this plan for universal access entailed building campuses to which most students could commute, charging no or low fees and no tuition, maintaining open admission to the Community Colleges with an opportunity to transfer after successfully completing two years of lower division work, controlling the size of the lower division enrollment in the four-year institutions to reserve space for Community College transfers, and offering financial aid to a limited number of the best qualified students with financial need.

The State's commitment to providing access to graduate and professional education has been far less explicit than its commitment to undergraduate education. The 1960 Master Plan limited access to graduate and professional education by recommending that the University have exclusive jurisdiction over graduate instruction in most of the professions and the awarding of the doctoral degree, except by agreement with the State Colleges to award a joint doctorate in selected fields. However, the State Colleges broadened their master's degrees in both liberal arts and the applied science fields. Also, subsequent to the Master Plan, the State funded the development of new medical schools on three university campuses and a new law school on the Davis campus, as well as additional graduate programs in engineering, business and management, and many other fields.

Academic Freedom and Responsibility At Santa Monica College

ACADEMIC FREEDOM

Academic freedom is essential not only to examine controversial issues in an objective manner in the classroom, but also to insure access to information sources required for study of such issues. The intellectual search for and transmission of knowledge should go forward in an atmosphere free from fear of reprisal, while providing opportunities for critical thinking and understanding of conflicting viewpoints. In order that special interests or conflicting public opinion not impede the educational process, instructors and students must be free to investigate, to form conclusions, and to express judgments and opinions. Academic freedom also includes the right to constructively criticize college policies without fear of retribution.

Academic freedom carries with it several responsibilities. Faculty members must strive for factual accuracy and show restraint in dealing with topics outside their area of expertise. While showing respect for the opinions of others, the instructor should, after impartial examination of the evidence, present the conclusions to which the evidence points. Selective omission of available data would not be in keeping with academic responsibility. Promotion of a partisan point of view to a captive audience would be equally unsuitable.

Members of the college staff and student body should feel free to speak and write publicly without institutional censorship, as long as they indicate they are not acting as institutional spokespersons. The college has a responsibility to society to defend and maintain academic freedom to insure that educational goals can be achieved and that all fields of knowledge can be studied, discussed, and interpreted in an objective and scholarly manner.

ACADEMIC RESPONSIBILITIES

The Code of Ethics of the Teaching Profession for the State of California suggests that, as professionals, faculty should:

1. Encourage the students to independent action in the pursuit of learning and provide access to varying points of view;

2. Present material to students without distortion and, within the limits of time and curriculum, give all relevant points of view a fair hearing;

3. Protect the health and safety of students;

4. Respect the integrity of students and use constructive criticism rather than ridicule and harrassment;

5. Provide for participation in educational programs without regard to race, color, creed, national origin, or sex, both in what is taught and how it is taught;

6. Neither solicit nor involve students or their parents in schemes for commercial gain, thereby ensuring that the professional relationships with students shall not be used for private advantage;

7. Keep in confidence information that has been obtained in the course of professional services.

Clues For Teaching Excellence

FROM A SAMPLING OF SANTA MONICA COLLEGE'S GREAT TEACHERS

First Clue: The Syllabus

Second Clue: The Lecture

Third Clue: Teaching Adults

Fourth Clue: Grading

Fifth Clue: Student Feedback

Sixth Clue: Self Evaluation

Seventh Clue: Personal Development

Eighth Clue: Curriculum Development

First Clue

"Creating an effective syllabus for students to follow can be like providing a good map — objectives along the way lead to the final destination. Flexibility is important so that special interests and occurrences that develop along the way may afford a short side trip to enhance the journey."

Lynette Klooster
Business

CREATING AN EFFECTIVE SYLLABUS

The course syllabus is a contract between instructor and student placing varied responsibilities on each. While an excellent instructor can effectively present a course without a written syllabus, both student and instructor are aware of the course objectives, organization, and assignment/test dates, and most instructors find it beneficial to put this information in writing so that students can refer to it throughout the course. An effective syllabus includes most of the following:

- statement of course objectives
- description of student expectations (paper assignments, absences, withdrawal)
- list of assignments and test dates
- statement of grading practices
- list of supplies
- hints on study skills

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Sample Syllabus

The following sample has been compiled from syllabi submitted by our faculty.

Now take a course you teach and use the following sample form to create a syllabus.

Course Title: _____

Course Number: _____

Room Number: _____

Course prerequisites (if any): _____

Instructor Name: _____

Office Hours: _____

Office Location: _____

Office Phone Number: _____

Course description: _____

Course objectives: _____

Materials: Required texts _____

Recommended text readings: _____

Required supplies: _____

Course policy, requirements, and evaluation: _____

COURSE OUTLINE:

Week # Topic Text Reference

GRADING: _____

HELPFUL STUDY HINTS:

Second Clue

"My favorite lecture technique is to deliver material with such a flair, impact, creativity, dynamism, relevance, and humor that the dazzled students are too spellbound to take notes."

Shirley Saint-Leon
English

STRONG LECTURING TECHNIQUES OVERCOMING BOREDOM

"Lecturing is like throwing the shot, you spend all your time getting together a very heavy message and then just fling it" (Davis, 1976).

Lecturing is the most frequently used approach in teaching. Although it is the most misused technique, it can be effective and informative with careful planning and preparation. Even good instructors can become still more proficient in lecturing.

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Lecturing

AN EFFECTIVE LECTURE

- Disseminates information;
- Provides information not available elsewhere;
- Organize and present material in a particular way for a specific group
- Highlights information previously read;
- Arouses interest in subjects;
- Provides introduction to an area or gives directions to students who will be instructed by other training methods;
- Synthesizes, abbreviates, and summarizes previously presented information;
- Clarifies specific points;
- Adopts previously learned information to new situations or other content areas;

Complete the following checklist to see to what extent you agree with other faculty members, who suggest that an effective lecturer

	OFTEN	SELDOM
1. Varies the stimuli	☐	☐
2. Avoids stereotyped behavior	☐	☐
3. Uses a variety of media	☐	☐
4. Uses small group techniques	☐	☐
5. Pauses in the lecture	☐	☐
6. Uses humor in a spontaneous fashion	☐	☐
7. Asks questions	☐	☐
8. Allows students to ask questions	☐	☐
9. Underscores concepts	☐	☐
10. Limits the number of points to be covered	☐	☐
11. Solicits feedback	☐	☐
12. Summarizes, recapitulates the point	☐	☐
13. Utilizes an organizational theme	☐	☐
14. Links course material to real-life situations	☐	☐
15. Helps students see a larger picture	☐	☐
16. Communicates enthusiasm	☐	☐
17. Makes students active participants in the learning process	☐	☐

Third Clue

"Teaching adults at Santa Monica College for the past 15 years has been one of my most challenging and rewarding experiences. Interacting with adults for whom education has been not a right but a privilege has broadened my perspectives. What is exhilarating for the instructor is their total commitment to the learning experience. Part of the joy of teaching adults is being able to share my "book knowledge" with students who can, in return, share the experience of having lived through the events and times we are discussing."

Harvey Stromberg
Social Science

MEETING THE EDUCATIONAL NEEDS OF ADULTS

Adults over 25 make up more than half of all Santa Monica College students. Although diverse as a group, these students are typically married, working full-time, attending college part-time, taking evening courses in occupational-technical fields. Many adult students are

- Highly motivated but susceptible to feelings of inadequacy, apprehension, and disorientation;
- Constrained by family and job responsibilities which complicate their academic schedules;
- Reluctant to accept new ideas, to experiment with different approaches to problem-solving, or to be active in learning situations;
- Are often at a turning point in their lives, such as changing careers, making a transition from married to single life, or returning to school after a period of homemaking or part-time work;
- Making significant investments of time and money to accomplish their educational goals;
- Easily frustrated and alienated by college procedures and requirements which fail to recognize their
  - life experiences,
  - diverse learning styles and skills,
  - need to use time efficiently and to "personalize" their education, and
  - special needs for child care services, basic learning skills, support groups, and extracurricular activities which appeal to adults.

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Teaching Adults

The mix of generations in the classroom and the diverse needs of this student population place additional demands on the instructor. To maximize the educational potential of all students, the instructor must organize the teaching process according to student characteristics, needs, and problems.

The following points have been collected from a variety of sources and are offered as suggestions for working with adult learners in the classroom:

Adult learners are goal oriented and need to relate what they are studying to what they need to know.

Adult learners' experiences can serve as a rich resource for better understanding the students.

Adult learners are more concerned about how learning will benefit them as individuals than about coming out ahead of others.

Adult learners want to be treated as adults.

Adult learners need flexibility in course organization and instructional performance.

The following points from a variety of sources have been identified as suggestions for working with adult learners in the classroom. Complete the checklist to see to what extent you agree or disagree. The instructor should

	AGREE	DISAGREE
• Provide an outline of the course;	☐	☐
• Use instructional objectives;	☐	☐
• Build lectures, discussions, projects upon previous material;	☐	☐
• Let students know how their final grades will be determined;	☐	☐
• Indicate the relationship of the present course to other courses as well as to various major fields of study;	☐	☐
• Use such activities as personal record sheets and classroom simulations;	☐	☐
• Encourage personal interpretation of course material;	☐	☐
• Lace lectures with examples from students' backgrounds, applying course learnings to real situations;	☐	☐
• Provide students with opportunities to ask questions, clarify thinking, explore ideas in depth, and receive feedback from others;	☐	☐
• Make liberal use of questioning techniques;	☐	☐
• Provide the opportunity to improve grades through retests;	☐	☐
• Deal with academic and personal problems in private;	☐	☐
• Explore alternate approaches to measuring and evaluating student performance (e.g., mastery learning);	☐	☐
• Use positive reinforcement;	☐	☐
• Base grades on diverse activities (e.g., projects, papers, class participation) instead of on test scores alone;	☐	☐
• Avoid using techniques that compare learners (e.g., grading on a curve);	☐	☐
• Maintain a firm but friendly classroom atmosphere;	☐	☐
• Be accepting of adult learners but not patronizing;	☐	☐
• Overlook occasional violations of rules (e.g., tardiness, absenteeism, etc.);	☐	☐
• Allow students to choose from among several options to satisfy course requirements (e.g., term papers, special projects, class presentations, etc.);	☐	☐
• Use a variety of instructional techniques (e.g., lectures, discussions, demonstrations, simulations, etc.);	☐	☐
• Allow for make-up tests;	☐	☐
• Estimate time needed to complete assignments and schedule them accordingly.	☐	☐

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Fourth Clue

"Any examination, no matter how carefully written by the instructor, imperfectly distills what a course has been about and imperfectly measures what students have learned. However, in preparing for an exam, the students must confront the course — analyzing what they have read in the texts and heard in the lectures, determining the important ideas and the connections among them. Moreover, in the act of writing answers to exam questions, the students must bring together in their own words what they have studied. That's the value of an exam — helping students make the learning their own."

Barbara Bilson
English

EXAMINATIONS

A test should reinforce the established course objectives. Therefore, it is necessary to decide upon the primary purpose of the test before constructing it. Three possible purposes include

- Instructional — diagnose the student's strengths and weaknesses.
- Mastery — measure student mastery of the minimum level of learning.
- Measurement — assess student performance in comparison to other students.

Not only should tests be as valid as possible, but they should also be as reliable as possible. Anything that increases "chance factors" in student responses or instructor scoring will lower reliability. A good test provides every student taking the test with the same opportunity to do well.

Grading

A test measures a sample of student performance. Ultimately, this quantitative measurement must be converted into a qualitative evaluation of student proficiency. The typical method of conversion is grading.

Grading, a classification procedure for certifying student proficiency, should always be based on sufficient evidence and usually includes both course content and student performance.

Rather than base a grade upon a single measure of student performance, the great majority of instructors use several different kinds of measures and assign weights to the various measures. This variety improves the precision of the evaluation and allows a student to demonstrate proficiency in different ways. Having several measures also makes it possible to drop the lowest grade if an instructor so chooses. The instructor is wise to remember that there is no completely objective method available for assigning grades; subjective evaluation will always be involved.

There are two purposes for grades:

- Process — assessment of strengths and in student performance, with an emphasis on improvement.
- Outcome — assessment to provide an overall judgement of student performce, describing how well the student succeeded.

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Fifth Clue

"I feel the most important tool in education is two-way communication. In the cosmetology department, regular meetings to give students feedback greatly aids them and allows me to understand their needs. This creates a stimulating atmosphere: the students are anxious to learn and instructors are aware of the changing times and needs of students."

Nick DiCamillo
Cosmetology

STUDENT FEEDBACK

The collective bargaining contract provides a student evaluation process which encompasses both administrative and faculty concerns. Additional student surveys are voluntarily undertaken by teachers to improve teaching.

Evaluations provided to students at the conclusion of a class provide the respondents the "wisdom-of-hind-sight". Judgments can be based upon the respondent's actual experience rather than someone else's guess about what learning may be meaningful.

The following sample survey instrument was synthesized from several forms currently being used at Santa Monica College. Several examples of post instructional evaluation are on file in the Instructional Services office.

Student Feedback

To enable me to make improvements in the way I teach this course, I am soliciting your **honest** opinions. Please answer the following questions in detail in the space provided. If you need more room, use the back or attach additional sheets.
DO NOT WRITE YOUR NAME ON THIS SHEET!

Course _____

Semester/Year _____

Class Time/Days _____

Circle letter of your answer.

1. How many college level courses have you taken before this semester?
   a) 0 - 4 c) 9 - 12 e) more than 16
   b) 5 - 8 d) 13 - 16

2. What is your grade point average at SMC?
   a) 3.5 - 4.0 c) 1.5 - 2.4 e) none
   b) 2.5 - 3.4 d) less than 1.5

3. What grade do you expect to receive in this class?
   a) A c) C e) W or Incomplete
   b) B d) D or F

4. Do you plan to take more courses in this academic discipline?
   a) Yes c) No

5. Why did you take this course?
   a) Required for major. c) General interest/personal.
   b) General education requirement. d) Job interest.

6. What is your goal at Santa Monica College?
   a) Transfer to a four-year institution. c) Job training (first time employment).
   b) A.A. degree no transfer. d) Job upgrade.
   e) General interest/personal growth.

Rank the following items on a scale of 1 to 5 where 5) is very high, 4) is high, 3) is average, 2) is low, and 1) is very low.

_____ Clarity of course objective
_____ Organization of course.
_____ Interest of lectures.
_____ Preparation of instructor.
_____ Appropriateness of textbook.
_____ Clarity of lectures and explanations.
_____ Availability of instructor outside of class.
_____ Concern of instructor for student learning.
_____ Enthusiasm of instructor.

Would you recommend that a good friend take this course?
a) Yes b) No

What did you like about this class?

What did you not like about this class?

What changes would you recommend?

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Sixth Clue

"Teaching is so intensive that one can get tunnel vision focusing on the daily activities. Every once in a while, it's good to take a step back and compare our actions with our intentions. We need to ask ourselves what we are doing and why. What is our professional philosophy? Are we still pleased with our goals? How are these reflected in our actions? What results do we see in student learning and skills? What can we learn from our colleagues? How can we improve what we are doing? Through careful, regular evaluation, we can bring focus, perspective, meaning and satisfaction to our lives as teachers."

Ruth Logan
Life Science

TEACHING EFFECTIVENESS

The primary function of faculty at a two-year college is teaching. Teaching is a creative process that is managed by the instructor and carried out in an interpersonal and interactive manner. There are three basic objectives of teaching:

- Transmit information.
- Develop a student's reasoning skills.
- Progress toward making learning truly self-sustaining in the student.

As teachers progress through their career, they attempt to achieve these goals while passing through the following three stages:

- Self centered period.
- Curriculum centered period.
- Student centered period.

An effective teacher should be concerned equally about the subject matter and the students. The following characterstics are also aspects of the effective teacher.

- Understand the limitations of a teacher's role and convey that to the students frequently.
- Recognize the significance of the misunderstandings in a student.
- Make yourself readily available to the students outside the classroom and create a perception of such availability among the students.
- Recognize and respect the diversity of interests.
- Do not condemn or pass last judgment on any of your students.
- Update yourself.

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Self Evaluation

This checklist was prepared for use in the New York community college system to allow faculty members the opportunity to rate themselves. Complete each sentence by circling the response appropriate to your teaching style:

As an instructor at SMC, I	Always	Often	Seldom	Never
1. treat students as individuals.	4	3	2	1
2. know students by name and, to the extent possible, background and aspirations.	4	3	2	1
3. set clear expectations for performance.	4	3	2	1
4. am a fair, impartial evaluator.	4	3	2	1
5. accept some responsibility for student success and failure.	4	3	2	1
6. try to design class experiences.	4	3	2	1
7. encourage discussion and questions.	4	3	2	1
8. keep accurate and useful records on achievement.	4	3	2	1
9. use tests as a teaching tool.	4	3	2	1
10. design fair tests that directly relate to course objectives.	4	3	2	1
11. alter teaching methods when achievement falls off.	4	3	2	1
12. offer individual help to students who do not make progress.	4	3	2	1
13. return assignments promptly with grades and comments that help students learn.	4	3	2	1
14. am aware of non-verbal behavior.	4	3	2	1
15. provide frequent evaluations and feedback.	4	3	2	1
16. make eye contact with students.	4	3	2	1
17. make students active participants in the learning process.	4	3	2	1

TOTAL SCORE _____

If you scored:

52-68	You are a member of the SMC teaching hall of fame.
35-51	You are a master teacher.
21-34	Your style might be scrutinized with an attempt at improvement.
17-22	You should refer to the staff development page.

Seventh Clue

"Professional Development gives an instructor the opportunity to take in new knowledge, stimulating his or her own interest in a subject area and enriching the course content for the student. It also allows the instructor to re-experience the learning process, refining his or her awareness of this process and subsequently developing and improving teaching techniques."

Linda Gold
Dance

KEEPING VITAL AND EXCITED THROUGH PROFESSIONAL DEVELOPMENT

The college faculty represents one of the greatest assets of the college, and keeping faculty members current in their disciplines while working to improve teaching techniques represents the challenge of professional development. In addition to Academic Senate and Faculty Association committee involvement, Santa Monica College provides activities for faculty enrichment:

Sabbatical Leaves: After six years of teaching each instructor is eligible to apply for a leave of either a semester or a year. Sabbaticals can be oriented towards travel, study, or research goals.

Conferences: Because classroom instruction can be enhanced through instructor participation in conferences, each division has a limited fund to help defray the cost of conference attendance. If faculty members wish to attend a conference during their scheduled class times, approval of the division head must be received even if no request for funds is involved. The forms are available in the division head's office and should be submitted to the department chair, who will include an account number.

Faculty Fellowships: Semester grants are available to faculty members to improve instructional materials or delivery. The grant can be taken in the form of money or reassigned time.

Workshops: Instructional and non-instructional workshops are offered on a varied schedule to provide faculty members the opportunity to improve skills related to their instructional programs.

Professional Development

On which Santa Monica College Academic Senate and/or Faculty Association committees would you like to serve?

_____

Name two or three conferences of interest to you, either within your academic discipline or sponsored by groups such as the Academic Senate for California Community Colleges or the Faculty Association for California Community Colleges.

_____

_____

_____

Name an aspect of teaching methodology or research which you would like to explore if you were granted a fellowship.

_____

_____

Suggest a focus for a sabbatical leave proposal. Can you relate travel to your classroom teaching? Are there university courses you would like to study? Is there a research topic of interest to you on a semester/yearly basis?

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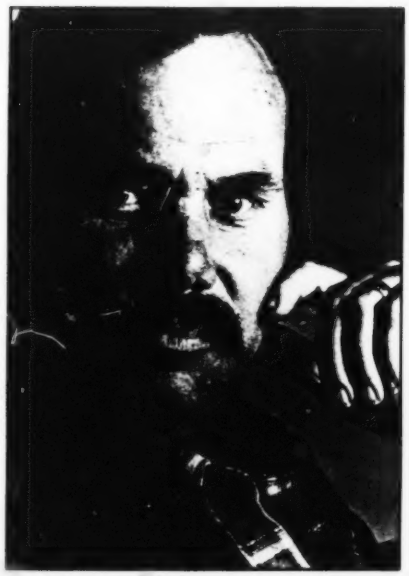
Eighth Clue

"My field — automotive technology — has changed more in the last 15 years than it has in the past 50. One manufacturer expects that within five years as many as five onboard computers will be designed into every car. Curriculum development is essential. It requires that an instructor stay current in his or her field, get new training and have up-to-date equipment for students to learn on. It's a constant process of planning as a departmental team what skills and knowledge students must have when they leave our program."



Lyle Stevenson
Auto/Trades

CURRICULUM

The general education portion of the A.A. degree provides a diverse course of study that helps prepare students for participating in society as independent, educated adults. It directs them to compose a program of courses to develop a variety of important skills, a knowledge of the diverse elements of their external and internal realities, and some understanding of their own and other cultural heritages.

Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.

In addition to these skills, students should gain knowledge of both the natural and social sciences, and of the methods of inquiry appropriate to each. Included in this knowledge should be an understanding of political organization and of historical perspective. Students should also have a clearer concept of themselves as physical, emotional and social beings, and an acquaintance with the as yet immeasurable effects of technology.

Finally, students should learn to form aesthetic judgments about the artistic achievements of civilization.

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Curriculum Development

SUGGESTIONS

1. Review your courses in light of the philosophy of curriculum printed on the facing page. Does your course, where it would be appropriate

- Help prepare students for participating in society as independent, educated adults?
- Provide knowledge of diverse external and internal realities?
- Provide an understanding of the student's own and other cultural heritages?
- Include demonstration of students' command of speaking, writing, and mathematical skills?
- Provide knowledge of natural or social sciences and the method of inquiry appropriate to each?
- Help prepare students to form aesthetic judgments about artistic achievements of civilization?

2. Consider how often you change texts not only to keep the material fresh for you and the students but also to reflect the latest development in your field.

3. Consider how well you survey new texts to keep abreast of the latest issues in your field.

4. If you teach a transfer course, have you spoken with your colleagues at the university level to discover what they teach in parallel courses? Also consider meeting with colleagues at the feeder high schools to discuss what their graduates will need to know to be prepared for your course.

5. Ask yourself how often you meet with colleagues in your department to discuss the latest developments in your specific curriculum.

6. Consider how well your department keeps abreast of changes in course articulation with UC and CSU.

7. When was the last time you read the department description and syllabus for each course you teach, both with with an eye to keeping them up to date and to keeping your instruction within the official description?

8. Have you considered introducing a new course when changes in your field suggested the need for one?

9. Do you share informative new articles and book titles with your department colleagues?

10. Have you reviewed the college catalog to recommend deletion of courses that have not been taught and should no longer be listed?

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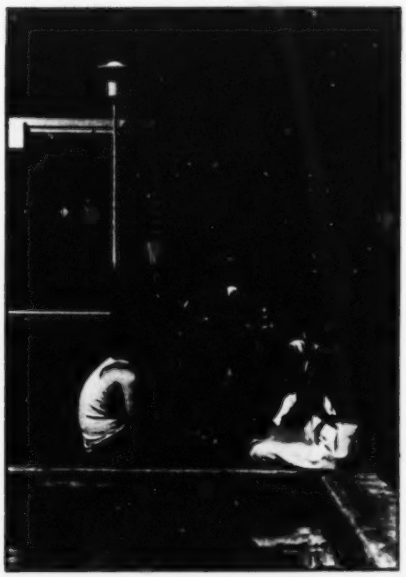
Advice To A Teacher



Clues

Comments offered by participants at the Great Teacher's Seminar, August, 1984.

Learn students' names and use them.
Demonstrate both interest in your topic and knowledge of it.
Use humor.
Don't surprise the students.
Act enthusiastic.
Be honest.
Communicate.
Don't talk too much.
Learn as you teach.
Find out the basic knowledge of the students.
If a student disappears from class, find out why.
Remember that the first five minutes of the first class sets the tone for the whole semester.
Listen.
Don't surprise your students with tests.
Enjoy.
Don't give up on poor students.
Don't assume that smiling students understand the lecture or discussion.
Use personal stories to illustrate course material.
Don't be afraid to admit that you don't know.
Be creative.
Treat each person as a sacred and valued human being.
Use variety.
Take risks.
Listen and then listen again.
Remember that there is no such thing as a perfect day.
Explain your objectives.
Don't assume.
Don't pretend to know everything.
Dream.
Smile and make eye contact.
Don't take yourself too seriously.
Remember that you can't teach a class environment but must create it.
Remember that we are all fallible.
Be open-minded.
Think of the class individuals rather than as a group.
Be a resource to students.
Don't be afraid to make mistakes and admit them.
Do something that will make students come back.
Don't take rejection seriously.
Let students teach you to teach them.
Be yourself.
Remember that you can be strict at the start of the semester and relaxed later, but not the reverse.

Special Faculty Programs

FACULTY EXCHANGE
Exchanging work assignments with faculty members on other campuses has been deemed to be a very productive activity. The college has established liaisons with colleges in California, Arizona, and Hawaii to facilitate the process. Instructors can exchange on a semester or yearly basis. Arrangements to exchange houses, cars, etc., are made between the exchanging partners.

29-30

STUDY ABROAD PROGRAM
The Study Abroad Program at Santa Monica College offers faculty members the opportunity to instruct students at locations around the world. Faculty travel and room costs are supported by the program. Students receive credit on and instruction equivalent to courses on campus. All rights and responsibilities of the instructors are maintained.

COMPUTER LOAN PROGRAM
Santa Monica College has a long history of encouraging staff members to develop the ability to interact with computers. Data processing instructors have offered introductory courses to familiarize staff members with computer operations. Ten Compaq computers are available on a first come basis for check out to faculty to facilitate computer utilization. Computer literacy for faculty and staff will remain a high priority as computer usage continues to increase.

FACULTY RESEARCHER
All faculty members are eligible to apply for research assignments. Projects are proposed by the administration and in some cases by the faculty members themselves. The faculty member who is accepted into this program works with an administrator to gather data and compile results.

GREAT TEACHER'S SEMINAR
Santa Monica College has sponsored two faculty members to attend the California Teacher's Seminar held each summer. Participants prepare a variety of materials in advance of the Seminar for use during the workshops which comprise much of the Seminar's activity. It is an expectation of the program that participants will return to their campuses and provide leadership to local staff development programs throughout the year.

WOMEN'S LEADERSHIP ACTIVITIES
Since 1985, the college has annually sponsored women's participation in a variety of leadership activities. Twelve women have been sent to the annual Leadership Conference sponsored by the Chancellor's Office, the California Association of Community Colleges (AAWJCC) at Asilomar. In 1986, the college sponsored English instructor Karen Grosz's attendance at the Leaders Project, an international leadership training program for two-year college women sponsored by the League for Innovation in Community Colleges and AAWJCC.

FACULTY SPONSORSHIP OF CLUBS
Student clubs, sponsored by faculty members, form an important part of the extracurricular activities available to students at Santa Monica College. More than 30 student clubs meet at 11 a.m. on Tuesdays or Thursdays usually each semester.

Any full-time faculty member may serve as a club sponsor by agreeing to do so and being responsible for: 1) approving all club expenditures, and 2) attending all club activities and meetings.

For additional information about sponsoring clubs, contact Dr. Vera Martinez, Dean of Student Activities.

SOCIAL EVENTS
Social events ranging from TGIF parties each semester to holiday dinner dances to a spring camp-out are scheduled periodically during the year and are open to all college faculty and staff.

A Social Committee representing classified employees, faculty and managers meets regularly to plan and organize such events as Octoberfests, a Thanksgiving raffle, a December open house or an International Potluck Dinner and Dance.

Anyone interested in participating is welcome.

Santa Monica College Academic Senate

Welcome to Santa Monica College, and welcome to the Academic Senate. As a faculty member you are automatically a member of the Senate and can attend meetings, voice your opinions, serve on committees, and run for a position on the representative body of the Senate or for office.

The Academic Senate would like to urge you to attend meetings occasionally to see one facet of what makes the college run. The Senate is an influential body which determines curriculum, establishes professional policies, and selects professors for fellowships and sabbatical leaves.

The following list of committees will give you a more detailed picture of the nature and function of the Senate.

EXECUTIVE/EDUCATIONAL POLICIES
This committee oversees the work of the Senate, makes recommendations for study and action; serves as a liaison between faculty, administration, and members of the Board of Trustees; and develops long-range educational policy recommendations.

ELECTIONS AND RULES
The Elections and Rules Committee secures nominations for Senate positions and also reviews the Academic Senate Constitution to allow for amendments.

PROFESSIONAL
This committee considers matters involving individual or collective faculty relationships to the college, investigates such matters as academic privilege and freedom, encourages and recognizes faculty achievements, and proposes revisions in college procedures.

DEPARTMENT CHAIRMEN
Consisting of all the college department chairmen, this committee considers problems and proposals that affect departments as they relate to the college programs.

PUBLIC RELATIONS/LEGISLATIVE ACTION
The Public Relations Committee studies federal, state, and local legislation affecting the welfare of the college, makes recommendations, and implements legislation that concerns the college.

FISCAL AFFAIRS
Chaired by the treasurer, the Fiscal Affairs Committee meets with the fiscal planning personnel of the college to represent the views of the faculty in fiscal matters, acts as a resource to the administration, and is available for consultation and/or research.

CURRICULUM
The 11 members of this committee are elected by the faculty to represent all disciplines, review the college's curricula, propose modifications, and review criteria for granting degrees or certificates.

LONG-RANGE PLANNING
All long-range items (as separate from emergency items) must be brought before the Long-Range Planning Committee. In addition, the committee considers the Campus Master Plan, as well as current planning and campus operation.

PROFESSIONAL DEVELOPMENT
This committee develops and implements programs that serve staff needs, encourages and recommends lecture and discussion programs, determines criteria for course work undertaken by staff members for salary advancement, and evaluates requests for sabbatical leaves and faculty fellowships.

STUDENT AFFAIRS
This committee considers college policy regarding student activities, admissions, counseling, records, registration, probation, withdrawal, disqualification, and financial aids and scholarships.

STUDENT APPEALS
Problems that are not solved by consultation with faculty, department chairpersons, and students and that require the cooperative efforts of those groups, are brought before this committee.

PERSONNEL POLICIES
This committee develops policies relating to personnel activities: Recruitment, selection, promotion, transfer, termination, evaluation, and rights and benefits, with special regard to affirmative action.

SOCIAL
The Social Committee plans all Senate social events, provides suitable gifts for members of the faculty or administration who retire and sends appropriate expressions of faculty sentiment to employees in the event of illness, accident, or bereavement.

HONORS
The purpose of this committee is to establish and interpret guidelines for those courses designated as honors courses.

Besides regular committee concerns, we will tackle the issue of matriculation this year, and prepare an accreditation study. We also have child care, computer, and evaluation concerns that will probably be addressed. Be part of the action — join a committee, attend Academic Senate meetings, and know what's happening at Santa Monica College.

Please feel free to contact a committee chairman listed above if you would like to serve on one of these committees. New faces and ideas are always welcome. Through campus mail, you will receive a calendar of meeting dates and places.

Faculty Association

The Faculty Association welcomes you to Santa Monica College. In order that your professional life be improved, the Association exists to negotiate a contract covering salary, fringe benefits and working condition provisions. We invite you to join the Faculty Association and actively participate by attending meetings and serving on committees.

The Faculty Association represents its members in collective bargaining. Faculty negotiators report to Association members regarding the items that go to the bargaining table.

While negotiation is a major function of the Faculty Association, it also serves to protect faculty rights. Once the contract is negotiated, the Association works to see that contract provisions are enforced. If at any time you have a question regarding salary, fringe benefits, teaching assignment, evaluation or any other provision of the contract, please do not hesitate to call an Association officer for clarification and help.

FINANCE COMMITTEE
The Finance Committee studies all phases of the financing of Santa Monica College. Committee members collect and maintain a file of pertinent information, keeps the Executive Committee informed and makes recommendations concerning finance and salary to the Negotiating Council.

INSTRUCTION COMMITTEE
The Instruction Committee examines matters pertaining to faculty load, class size and safety provisions related to professional activities. Other program and curriculum concerns related to the terms of collective bargaining discussions are also within this committee's function. Committee policy recommendations are reported to the Executive Committee.

PUBLIC RELATIONS, LEGISLATION AND POLITICAL ACTION COMMITTEE
This committee keeps abreast of the latest education policy developments at the state and national levels and recommends Association reaction to those developments. In addition, this committee meets jointly with the Faculty Senate Legislative Committee so that both groups are kept well informed and can take appropriate action, either jointly or separately, as the situation demands.

FACULTY WELFARE COMMITTEE
This committee studies all phases of fringe benefits and prepares and recommends to the Negotiation Council suggestions for changes in the fringe benefits package and maintains a file of all pertinent information.

MEMBERSHIP, NOMINATIONS AND ELECTIONS COMMITTEE
This committee supervises the process of inviting new and continuing colleagues to join the Faculty Association. In addition, following the provisions of the Association constitution, this committee supervises the nominations and elections of Association officers and representatives.

PROFESSIONAL RIGHTS AND RESPONSIBILITIES COMMITTEE
Also referred to as the Grievance Committee, this committee considers the problems and needs of certificated faculty. The committee assists in personnel problem-solving, including grievances, and in protecting the legal and professional rights of members. It also develops policies for advancing these rights and recommends appropriate steps for their realization.

Most Commonly Asked Questions By The Faculty

WHEN WILL A CLASS BE CANCELLED?

The minimum class size on opening day of each semester or session shall be 18 students. Exceptions to this guideline may be made by division deans in consultation with department chairs.

A reasonable attempt shall be made to consult with the faculty member concerned before a class is cancelled. A regular or contract faculty member whose class is cancelled shall be reassigned to another section. When a class taught as an hourly-rate overload of a regular or contract faculty member or taught by as temporary faculty member is cancelled, no alternate assignment which displaces any other faculty member shall be made.

Provisions have been established to permit division deans and department chairs to continue assignment practices which have been in effect for many years at Santa Monica College. It is expected that they shall exercise the good judgment and responsiveness to faculty wishes which they have shown in the past.

WHEN WILL CLASSES BE HELD?
College regulations require that for each 60 minutes of scheduled class time, 50 minutes of the hour must be instructional. Therefore, in a class scheduled for three hours (e.g. 7-10 p.m.), there must be two hours and 30 minutes of instruction. Dismissal time for the class should correspond to the length of break provided to the students. For example, a class which meets from 7-10 p.m. with a 20 minute break would be dismissed at 9:50 p.m.

WHAT ARE THE STANDARDS FOR GRADED CLASSES?
1. In a lecture class, the student will be expected to perform two hours of work outside of class for each hour in class.

2. Grades will be based on multiple measures of performance including essays and/or symbol systems and/or skills demonstrated by students. The multiple measures of performance can be incorporated into either class work or exams.

3. Subject matter will be treated with an intensity that has an expectation of learner independence which is appropriate for college work.

4. Courses, where appropriate, will require entrance skills and/or prerequisites.

5. Courses will require eligibility for college-level English or math when skills at such a level are necessary for success in the course.

6. Students will be required to think critically, understand concepts, and apply concepts in order to participate in the course.

7. Students will be required to use skills and vocabulary appropriate to a college course.

Most Commonly Asked Questions By The Faculty continued

WHEN CAN A FACULTY MEMBER ASSIGN A "W" GRADE?

1. Weeks 1 — 8
   A student who drops or is dropped from a class during the first eight weeks of the semester will receive a "W" grade regardless of the quality of work performed or the number of previous absences.

2. Weeks 9 — 14
   A student who drops or is dropped during weeks 9 through 14 will receive a "W" grade except when the student's last date of attendance was after the eighth week and the student was earning less than a "C" grade. Under these conditions, the instructor (at his/her option) may assign an "F" grade by filing a "Class Withdrawal Notice" in the Records Office.

3. After Week 14
   Friday of the 14th week is the last day an instructor may assign a "W" grade. (For a six-week summer session, this deadline is Wednesday of the fifth week.) Students who have not been withdrawn by the 14th week must receive a grade of A, B, C, D, F, or I. Students who have petitioned to take a course on a credit/no credit basis, or who are enrolled in courses offered on a credit/no credit basis will receive a "CR" or "NC" grade as assigned by the faculty.

IF AN INSTRUCTOR MAKES A MISTAKE, HOW CAN A GRADE BE CHANGED?
Faculty members may authorize a grade change at any time if an error has been made. (If after the grades are posted, the Dean of Admissions must approve.)

IS IT POSSIBLE FOR A STUDENT TO INITIATE A GRADE CHANGE WHEN THE INSTRUCTOR DISAPPROVES SUCH A CHANGE?
A student can file a grade appeal form and initiate a meeting of the Grade Appeals Committee. If the committee hears the grade appeal, the faculty member will be consulted and it is very helpful to have documentation regarding course requirements, examinations, and procedures leading to the assignment of the grade.

The Grade Appeals Committee may either deny student appeals or make a recommendation for a grade change. Either conclusion is sent to the Assistant Superintendent of Education for transmittal to the Superintendent/President. Recommendations for grade changes must be based on provisions of the Education Code which allow changes in cases of bad faith, fraud, incompetence or mistake.

CAN AN INCOMPLETE GRADE BE ASSIGNED?
Upon prior approval of the Dean of Admissions or the Registrar, incomplete grades may be assigned by the instructor.

Requests for an "incomplete" must be initiated by the student. Incomplete grades in a course or courses will be approved when illness, accident, emergency, or special circumstances beyond the student's control prevents the student from taking the final examination.

STUDENTS OFTEN ASK TO AUDIT A CLASS. IS THIS PERMITTED?
Auditing is not permitted under any circumstances. Unless a student is registered, there can be no attendance credit from which the college can derive income. Be firm on this. Do not allow a potential student to audit your course for more than one class meeting.

CAN A STUDENT BE DROPPED FROM A CLASS DUE TO EXCESSIVE ABSENCES?

If a student misses the first two meetings of a class and has failed to notify the instructor that the absence is temporary, the instructor should drop the student from class.

During the semester, a student may be dropped from class when, in the instructor's judgment, the number of absences has become excessive. Such judgment should be based exclusively on the student's prospect for successfully completing the course.

SHOULD INSTRUCTORS CLEAR THEIR ROLLS OF NON-PARTICIPATING STUDENTS?

Yes. Although the college catalog emphasizes that it is the student's responsibility to withdraw from class, *the state mandates that faculty shall clear their class rosters of no-shows, or students no longer attending as of the first census day (Monday of the fourth week).*

As of the second census day (Monday of the 11th week), an instructor *shall* drop a student if he/she is no longer participating in the course. The definition of non-participation includes, but is not limited to, excessive unexcused absences. For example, students failing to attempt or complete course requirements (more than one assignment) may fall into the non-participation definition.

WHAT IS AVERAGE DAILY ATTENDANCE (ADA)?

ADA is a measure of student attendance. One ADA consists of 525 student contact hours. A contact hour is defined as one student under the immediate supervision and control of a certificated instructor for one hour. The 525 contact hours that make up one ADA are equivalent of one full time student registered for 15 hours per semester for a complete 35-week year.

HOW DO I APPLY FOR A PERSONAL LEAVE OF ABSENCE AND HOW LONG CAN A PERSONAL LEAVE BE?

Short-term (less than one month) illness, bereavement, jury duty, or personal necessity leaves must be approved by the Superintendent/President or the Board of Trustees. Short-term leave requests should be filed with the Personnel Office and should, whenever possible, be approved in advance.

Long-term (more than one month) leave requests must be submitted to the Personnel Office by February 15 preceding the year for which the leave is requested, and must be approved by the Board of Trustees. Personnel or leaves of absence must notify the Personnel Office by February 15 preceding the next college year whether they will resign or return to their teaching assignments the following year.

WHAT IS THE DIFFERENCE BETWEEN A PERSONAL BUSINESS AND A PERSONAL NECESSITY LEAVE?

Generally, personal business leaves relate to your work at the college, while personal necessity leaves have no relation to college work. This determination, however, is not always clear and subject to review.

WHAT CAN I DO TO MAKE THE LEARNING ENVIRONMENT MORE PLEASANT FOR MY COLLEAGUES?

- Most faculty members appreciate a quiet environment for their lectures. Therefore, if you engage students in discussion, remember those in rooms near you, and try to keep the discussion from disturbing people in other classes.

- While it is important to answer student questions after class, remember that other classes may be in session.

- Erase the chalkboards before you leave the classroom so that the instructor who follows you does not have to take time from that class to finish your class work by erasing the boards.

- If you choose to rearrange the chairs, return them to their original position before you leave the room.

What Is The College Philosophy?

Santa Monica College is a community-oriented, open-door, educational institution dedicated to the principle that society benefits when all its members have an opportunity to develop to their fullest potential. Students are recognized as unique individuals with a capacity to learn and a desire to understand themselves, their environment, their cultural heritage, and their democratic way of life.

The educational program at Santa Monica College reflects the leadership of the Board of Trustees and the active participation of citizens of the community in college affairs. The curriculum is developed cooperatively by a faculty which recognizes teaching as its primary responsibility and an administration which encourages and recognizes creativity and excellence in instruction. The college believes that genuine achievement is accompanied by high standards of performance which require reasonable self-discipline on the part of students.

The instructional offerings of the college are designed to meet a variety of educational needs of the community and include the following objectives:

To provide courses of sufficient generality and depth to allow students to transfer to a four-year college with adequate preparation for success.

To provide a wide range of curricula in occupational and technical fields which lead directly to employment or a transfer program.

To provide programs which assist students in developing their basic skills.

To provide both credit and noncredit courses which encourage exploration and help the student achieve a richer and more productive life.

To provide educational and cultural activities which contribute to the general well-being of the entire community.

What Is The College History?

Four-year colleges and universities have their roots in medieval Europe, but community colleges are a uniquely American contribution to higher education.

Santa Monica College, located in the Santa Monica Community College District and operated under the California Law of 1917, is proud to be a part of that rich tradition of community service and public education.

A seven-member Board of Trustees elected to a four-year term by the residents of Santa Monica and Malibu governs the college district. The Associated Students' President serves on the board as a non-voting student trustee.

Originally known as "Santa Monica Junior College" it opened its doors in 1929 to 153 students.

Although born on the eve of the Depression, SMC has thrived. Today enrollment is about 20,000 students. From holding classes in Santa Monica High School, the college now is located on a 44-acre campus at 1900 Pico Blvd.

Since it first opened, Santa Monica College has held classes at three locations. From the high school, classes were moved to an old elementary school building across the street. When a 1933 earthquake rendered that building unsafe, classes were held in a village of wooden-framed tents, affectionately nicknamed "Splinterville".

The first permanent structure built on the present campus was Corsair Stadium, erected in 1948. Groundbreaking ceremonies for the first classroom building were held Sept. 11, 1950. With the completion of the Administration, Classroom, Art, Music, Library, Little Theatre and Student Activities buildings in January, 1952, all classes except science labs and vocational classes were located on the new campus.

The Science Building was finished in February, 1953 and three vocational buildings were added in 1957 for the cosmetology, sewing and home economics programs, which were moved from the Technical School. Within three years a spacious gymnasium with men's and women's locker rooms, a cafeteria building with classroom space, an enlarged student bookstore and an addition to the library had been built on campus. The Associated Students financed the construction of an Amphitheater Building with a 1,500 seat amphitheater in 1967.

The face of the campus has continued to change through the 1970s and '80s with the construction of the college's newest buildings: The Performing Arts Center in 1979; the Library, Learning Resources Center and Instructional Materials Center in 1980; in the Business and Vocational Education Building in 1981. A four-story parking structure was also completed in 1981. In 1983, the renovation of the former library building resulted in the Letters and Science Building.

Other changes in the college through the years have been perhaps less visible but certainly profound. In 1937, Santa Monica Technical School was founded at 22nd Street and Pico Boulevard. The following year, an evening school was established to offer trade extension classes to workers employed during the day.

Adult education classes had been offered in Santa Monica since 1913 and have developed into a major educational interest of the community. In 1943, evening classes on the college level were inagurated.

In 1945, the Board of Education approved the consolidation of the adult education program, the Technical School and the junior college into Santa Monica City College, functioning with the divisions of adult, general and vocational education. The divisions were eliminated in 1952, allowing the college to operate as an integrated institution. With the 1969 completion of the Vocational-Technical Building on campus, vocational courses were moved entirely from the 22nd and Pico site.

A Santa Monica College Malibu Center with office and classrooms is located at Malibu Park Junior High School, 30215 Morning View Drive in Malibu. The telephone number is 457-3653. Day and evening classes are held at various Malibu locations. Course offerings for the Malibu area are listed in the class schedule. Students may take a full program for an associate in arts degree at Malibu and the main campus either simultaneously or sequentially. Registration, counseling and limited student services are offered in Malibu. Additionally, some Emeritus College classes are scheduled in Malibu.

A rich and challenging mixture of students is one of the highlights of Santa Monica College. Many of these students have gone on to become famous in their fields. Among them have been actors James Dean and Dustin Hoffman, astronaut Walter Cunningham, basketball player Sidney Wickes, former Santa Monica Mayor Nathaniel Trives and Assemblyman Richard Katz.

The typical Santa Monica College student is more likely to be a woman than a man, is about 26 years old, a freshman and attends Santa Monica College part-time during the day.

About 22 percent of the 22,482 students who attended Santa Monica College in the Spring 1985 semester held an associate in arts or higher degree (17 percent held a bachelor's degree). A total of 75 percent of the college's students attend part-time although 39 percent are enrolled in eight or more units. Sixty-six percent take classes during the day. Fifty-five percent are women and 45 percent men. Nearly 11 percent of the students at Santa Monica College are Asians; 10.5 percent are Hispanic and 10.5 percent are Black. Nearly 460 students are international students. The seven fields Santa Monica College students most often major in follow in order of popularity: Liberal arts, business administration, art, data processing, accounting, English and psychology.

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Printing . . . . . Navigator Press

Typesetting . . . . . The Ad Factory

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The Faculty, A Handbook For Deans. Office of Personnel, Kern Community College District, August, 1985.

Questions

ERIC Clearinghouse for
Junior Colleges

AUG 8 1986